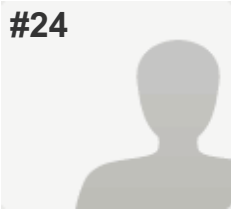


#24

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Friday, April 29, 2016 1:51:55 PM**Last Modified:** Saturday, June 11, 2016 11:54:41 AM**Time Spent:** Over a month**IP Address:** 67.43.18.241

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Q1: Name of School District:	Clinton Community Schools
Q2: Name of Superintendent	Deborah Olson
Q3: Person Completing this Report	John Jorgensen

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Q4: 1a. Local TLC Goal

Attract and retain promising new teachers.

Q5: 1b. To what extent has this goal been met?

(no label)

Mostly Met

Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

During the 2015-2016 school year, the Clinton Community Schools hired thirty-two certified teachers, fifteen with an initial license and seventeen already possessing a standard license. Of the fifteen new teachers with an initial license, one contract was not renewed due to performance and one left for personal reasons. Of the seventeen teachers who were new to the district but already holding a standard license, three contracts were not renewed due to poor performance. Total retention rate for new teachers from the 2015-16 school year was 84%, down from 93% from the previous year. Clinton supports all teachers new to the district, both with and without previous teaching experience, through differentiated induction activities. All new teachers meet three extra days before the start of school and five times throughout the school year to learn about the culture of Clinton, major professional development initiatives, establish classroom management procedures, and work on their portfolios. Clinton's minimum base salary is \$40,346 and is highly competitive with other schools from our area. Survey results from new teachers indicate that the induction program is highly valued, especially the time spent on developing artifacts for portfolios.

Q7: 2a. Local TLC Goal

Promote collaboration among teachers.

Q8: 2b. To what extent has this goal been met?

(no label)

Mostly Met

Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

In Clinton, several structures are in place to promote collaboration between teachers. First and foremost are our PLCs. Survey data from April of 2016 indicate that 96% of teachers believe their PLC team members contribute positively, 95% state they have at least one-hour of time together each week, 97% hold each other accountable to team norms, 98% feel safe to share and discuss their common formative assessment results with the rest of their team, 90% regularly compare assessment results to learn from one another, and 97% state that the PLC process is valuable in improving student learning. Peer review was put in place this year. Survey results showed that 68% of teachers felt the peer review process was valuable in increasing professional dialogue, 66% of teachers believed it was valuable in improving instruction and student achievement. The Teacher Quality Committee has reviewed this data and will initiate changing to next year's peer review process to create more ownership and substance. Each year instructional audits are conducted at every building. Principals and teacher leaders conduct these audits as a collaborative activity. Audits focus on Gradual Release, Learning Targets, Student Interactions and Engagement, and several additional elements of effective instruction. Results are collected and analyzed, both at the building and district level, to inform professional development needs.

Q10: 3a. Local TLC Goal

Retain effective teachers by providing enhanced career opportunities

Q11: 3b. To what extent has this goal been met?

(no label)

Mostly Met

Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

A total of 131 teacher leadership positions were created and filled for the 2015-2016 school year:

- 12 Coordinators
- 9 Instructional Coaches
- 52 PLC Leaders
- 2 Mentoring Coordinators
- 32 Mentors/Navigators
- 24 Lead Content Specialists

These 131 teacher leadership positions were held by a total of 103 teachers, which reflects 35% of all Clinton teachers holding one or more leadership positions. 99% of all teacher leaders will continue in their TLC positions for next year. Each of these leadership positions has been supported with differentiated training and support. Coordinators attended a PLC Institute with the building principals in August of 2015 to increase understanding of the PLC process, promote bonding, and establish expectations for leadership at the building level. Coordinators, instructional coaches and principals have received ongoing training and support with Nicole Peterson from our AEA, Deb Olson, Superintendent, and John Jorgensen, Director of Learning and Collaboration. Instructional Coaches received two days of intensive training from Eric Brown, a highly successful instructional coach with the district and three additional sessions throughout the year. Instructional Coaches meet bi-weekly with the Director of Learning and Collaboration throughout the year for additional training and planning for professional development. Each building's TLC Coordinators and principals meet regularly with their PLC leaders to review agendas, learning targets, and formative assessment data. Each year, at a minimum, the District TLC Advisory Committee meets to review current status of the program, TLC satisfaction survey results, and determine what changes, if any, need to be made.

Q13: 4a. Local TLC Goal

Improve student achievement by strengthening instruction.

Q14: 4b. To what extent has this goal been met?

(no label)

Somewhat Met

Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Fall IOWA ASSESSMENT Results – All results are base line.

Percent Proficient

Reading 3-5 6-8 11

2013 85 74 76

2014 87 70 81

2015 84 66 82

Math 3-5 6-8 11

2013 87 77 79

2014 89 74 *

2015 85 69 84

*2014 HS Math tests were disallowed due to a testing protocol problem.

Science 3-5 6-8 11

2013 85 74 75

2014 87 70 76

2015 89 74 76

MAP NWEA – Percent of students making growth goals.

Reading Math

6-8 6-8

2014 59 57

2015 48 47

2016 51 43

End-of-Year FAST Assessments – Percent Proficient

K 1 2 3 4 5

2015 77 75 75 59 54 70

2016 82 71 63 67 66 67

ACT

English Math Reading Science Composite

2013 16.8 18.3 18.3 19.1 18.2

2014 16.7 17.7 18.3 18.4 17.9

2015 17.3 18.3 19.4 19.4 18.7

AP Enrollment – Percent of students taking AP, Concurrent, PSEO courses.

2013-14 55.9

2014-15 57.1

2015-16 58.6

Graduation/Dropout

4-Year Graduation

7-12 Dropout

Class of 2011 77.5 6.0

Class of 2015 84.7 3.1

SINA Status

Reading

Math

Bluff Elementary Delay – 4

Delay – 2

Eagle Heights Elem Delay – 3

Watch

Jefferson SINA – 6

MET

Whittier MET MET

Impact of TLC Plan - 2015-2016

Q16: 5a. Local TLC Goal	<i>Respondent skipped this question</i>
Q17: 5b. To what extent has this goal been met?	<i>Respondent skipped this question</i>
Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)	<i>Respondent skipped this question</i>
Q19: 6a. Local TLC Goal	<i>Respondent skipped this question</i>
Q20: 6b. To what extent has this goal been met?	<i>Respondent skipped this question</i>
Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)	<i>Respondent skipped this question</i>

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Q22: 7. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.

Iowa Assessment and NWEA MAP data indicates that our efforts to provide much needed instructional support at middle school is well placed. Middle school results indicate this to be our greatest area of need. Our two middle school instructional coaches will continue to work with individual teachers on differentiated support, especially around Gradual Release, and PLC teams to assure each is clearly following the PLC process to fidelity. Conversations around levels of rigor, maintaining high expectations for all students, and providing differentiated support for all students will continue. At high school this past year we had only one instructional coach. Next year we will add an additional coach to better support all high school teachers. At elementary we have a literacy coach in each of our schools. However, for math, we only have two coaches for the four buildings. Providing equal support across all elementary buildings has been a challenge this past year. In response, we are adjusting the math coach's weekly schedules to provide more sustainable support to the classroom teachers in each building.

Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.

In April, at the end of our first year participating in the TLC program, a survey was given to all Clinton teachers about implementation of the TLC grant. 91% of all teachers were supportive of the teachers who were selected as leaders in the TLC program, 8% were undecided. 61% stated the TLC plan had impacted teaching and learning in the district, with 31% being undecided. Of all of our TLC positions, teachers indicated that the PLC Leaders have made the most impact, with 87% of responses being positive and 10% undecided. At the April School Board Meeting, instructional coaches and principals presented their roles to the board and the impact made on instruction. Both the coaches and principals described deep, collegial bonds being formed around quality instruction, ongoing collection and analysis of results, and identification of professional development needs.

Impact of TLC Plan - 2015-2016

Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.